

## Universal Behavior Screening

Proactively screening students for behavior risk is best practice in the multi-tiered model for intervention. Students are typically screened for academic risk through common state-wide, district or classroom assessments. Emergent Tree Education provides a Universal Behavior Screener to assist campuses in identifying students with behavior risk.

The Universal Behavior Screener employs a contextual fit within the framework of Tier 1 school-wide behavior systems and screens students according to their adherence with the school-wide expectations for behavior. In a preventive and proactive manner, the screener identifies students for consideration for intervention support.

<b>Content</b>	Students are screened according to how well they demonstrate the School-Wide Expectations for behavior: Safe, Respectful, and Responsible. This screening provides a contextual fit to the concepts and skills that are explicitly taught at the Tier 1 level.
<b>Method</b>	Screening is web-based and takes place during a campus or district established screening window. Teachers are emailed a link which takes them to a personalized screening window, specific to their class of students.
<b>Resources</b>	Teachers screen a group of 25 students in 20 minutes or less. At the elementary level often the “homeroom” teacher screens their group of students. At the secondary level, multiple teachers may screen the same student, or one teacher (1 <sup>st</sup> period, or ELA teachers) may be assigned to screen a group of students.
<b>Results</b>	Results are reported in a sortable format that allows teams to consider results according to: risk levels (high, medium, low), grade level, teacher, or a variety of other characteristics as determined by the campus or district (ethnicity, gender, etc.)

Research base for the Universal Behavior Screener:

- Burke, M.D., Rispoli, M. Clemens, N., Lee Y., \*Sanchez, L. & \*Hatton, H. (2015). Integrating universal behavioral screening within program-wide wide positive behavioral interventions and supports. *Journal of Positive Behavioral Interventions*, 1-12
- Burke, M. D., Davis, J., Hagan-Burke, S., Lee, Y., Kwok, O., & Fogarty, M. (2014). Universal screening for social behavior risk in middle school using SWPBS expectations. *Journal of Positive Behavior Interventions*, 16, 5-17
- Burke, M.D., Davis, J. L., Hagan-Burke, S., Lee, Y., & Fogarty, M. (2014). Using SWPBS expectations as a universal screening tool to predict behavioral risk in middle school, *Journal of Positive Behavioral Interventions*, 16, 3-15 \*
- Burke, M. D., Davis, J. L., Lee, Y., Hagan-Burke, S., Kwok, O., & Sugai, G. (2012). Universal screening for behavioral risk in elementary schools using SWPBS expectations, *Journal of Emotional and Behavioral Disorders*. 20, 38-54.

<b>Universal Behavior Screener</b> Rating Rubric		
Expectation	Definition	Rating Scale
<b>Safe</b>	Actions:  Items under safety should address issues that are physical in nature including how students use their body to interact with things or people around them.	Expected Behavior <ul style="list-style-type: none"> <li>- Stays in assigned area</li> <li>- Keeps hands and feet to self</li> <li>- Walks with a purpose</li> </ul>
		Possible Violations <ul style="list-style-type: none"> <li>- Out of assigned area</li> <li>- Horseplay</li> <li>- Leaving class w/o permission</li> <li>- Physical aggression</li> <li>- Loitering or skipping class</li> <li>- Running</li> </ul>
<b>Respectful</b>	Communication:  Items under respect should address issues that include ways in which students speak or non-verbally interact with staff or other students.	Expected Behavior <ul style="list-style-type: none"> <li>- Uses appropriate tone and volume</li> <li>- Uses appropriate language</li> <li>- Listens to others</li> <li>- Takes turns</li> </ul>
		Possible Violations <ul style="list-style-type: none"> <li>- Makes negative comments</li> <li>- Makes disruptive noises</li> <li>- Raises voice or yells</li> <li>- Talks out of turn</li> <li>- Uses profanity</li> <li>- Makes threats</li> <li>- Bullying behavior</li> </ul>
<b>Responsible</b>	Items & Tasks:  Items under responsibility should address issues that involve things such as classroom supplies, homework, school and other students' property	Expected Behavior <ul style="list-style-type: none"> <li>- Brings necessary materials</li> <li>- Uses personal items appropriately</li> <li>- Participates in classroom activities</li> <li>- Completes assignments</li> </ul>
		Possible Violations <ul style="list-style-type: none"> <li>- Fails to bring materials</li> <li>- Misuses materials or other items</li> <li>- Refuses to do work</li> <li>- Being off task</li> <li>- Vandalism</li> <li>- Plagiarism or cheating</li> </ul>

## Universal Behavior Screener Models

The Universal Behavior Screener is recommended as the first gate in a multiple gated screening process. Use of any screener is likely to identify some false positives or negatives. Depending on the needs of a particular campus, multiple screening models may be considered to ensure the most accurate screening possible. No matter which screening method is chosen by a campus, additional tools such as school records or teacher referral should also be utilized to further inform the provision of behavior intervention. Possible screening methods are outlined below:

Screening Models		Benefits	Considerations
<b>Homeroom Teacher</b>	The homeroom teacher screens his/her entire class. This is a typical model at elementary schools.	The homeroom teacher has the most knowledge of student behavior. Classroom trends may also be identified in the data.	Some students may primarily show challenging behaviors in non-classroom settings such as recess or cafeteria. Screening data from the homeroom teacher may not capture this information.
<b>Time Period</b>	All classroom teachers screen their students based on a particular class or time period such as 2 <sup>nd</sup> period.	Most teachers participate in screening which increases awareness and understanding of the purpose and process. Equally distributes the screening across all staff members.	Some students may be screened by extracurricular teachers, such as band, athletics, etc. Therefore, student behavior may be effective by reduced academic demands and high motivation to engage in the activity. Some students that would otherwise be identified may not appear at risk.
<b>Subject Matter</b>	All classroom teachers of a particular subject, screen all their students (ensure all students are enrolled in this subject area)	Screening for all students occurs in comparable environments allowing for greater consistency across raters.	Students who struggle academically in one subject may also struggle behaviorally. A student may show risk due more to academics than behavior, but still be flagged by the screener.
<b>Multiple raters</b>	Multiple teachers screen all students. Each student will be screened by at least 2 teachers.	Student behavior is considered across a variety of settings and subjects. This model potentially reduces the number of students missed by the screener.	This requires more teachers to devote time to the screener than the model above. The screener displays a total student score, so it's possible the combined score may diminish the risk of a particular student.